DOCUMENT RESUME

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ABSTRACT

This document contains materials for a class for computer trainers and tutors about training new workers. The class centers on expectations for new workers, preassessment, and skill performance. The class is designed to help trainers do the following: understand the variables that influence how new workers become computer literate, list their expectations of new employee skills, identify concerns and issues related to computer training, draft solutions for these concerns, design a preassessment tool for use in their workplace, and write a skill performance tool for each employee. Forms for use in the class are included. (KC)

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ED 391 904

Creating Expectations, Pre-Assessment & Skill Performance

Information for computer trainers & tutors

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Today's learning goals...

During this afternoon's class, you will:

1. Understand the many variables which influence how your new workers become computer literate

2. Generate a list of your expectations regarding new employee skills as they pertain to your situation
   (What you want from each employee as you work with her/him.)

3. List concerns/issues related to computer training which complicate your work day and training

4. Draft solutions for those concerns/issues which influence your work day with a mix of fellow classmates

5. Design a pre-assessment tool for use in your working situation

6. Write a skill performance tool that can travel with each employee from training or tutoring to the workplace

Your Notes

Introduction Junction...

1. Your name
2. Your job title
3. How long you've been in your current job role
4. What percentage of your day do you spend:

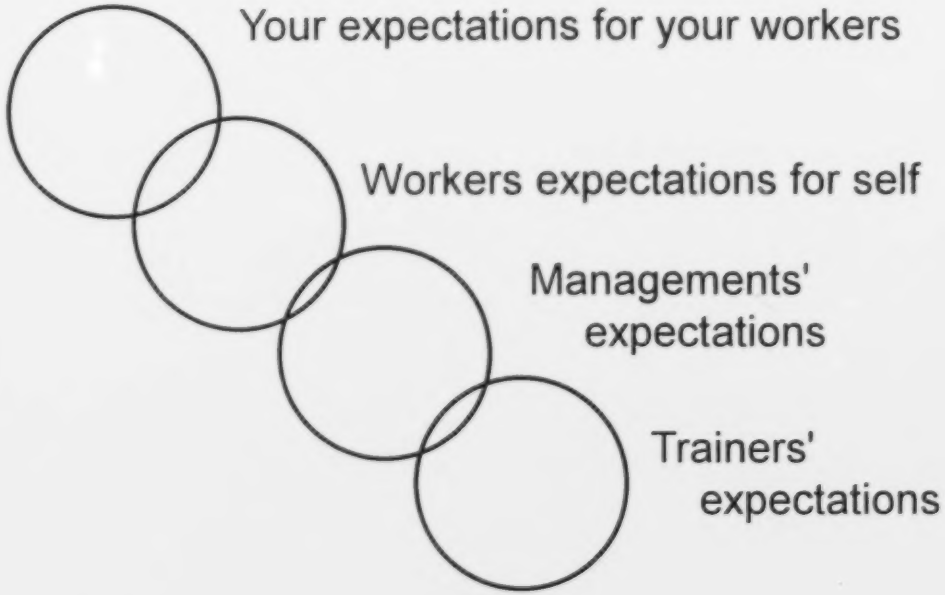
   Overseeing new workers (or individuals new to a system),

   Tutoring new workers on computer use, or

   Training new workers on computer use.
5. Why you are here in training today
6. What you would like to gain from today's class

Your Notes

Are they jumping through hoops for you?



Your Notes

Defining Expectations...

Are your expectations, regarding new workers abilities, made clear to:

1.	Each new worker	Yes	No
2.	Your training staff	Yes	No
3.	Your boss	Yes	No

Why or why not? _____

_____

_____

Are managements' expectations regarding new workers made clear to:

1.	You	Yes	No
2.	Your training staff	Yes	No
3.	New workers	Yes	No

Why or why not? _____

_____

_____

Your Notes

Would you like to spend this afternoon...

1. Defining and sharing your expectations for new workers with this diverse group?

Yes No

Why or why not? _____

_____

_____

2. Creating an assessment tool for new workers?

Yes No

Why or why not? _____

_____

_____

3. Developing a performance or skill assessment tool for new workers?

Yes No

Why or why not? _____

_____

_____

Your Notes

Building Expectations...

As new workers come to your area, you may have expectations regarding their abilities or skills. These expectations may come in three forms:

(1) Affective
(2) Behavioral
(3) Cognitive

Affective Expectations: include attitudes, feelings of preferences. After working with you, you may want the new worker to project a certain attitude when working with clients or co-workers.

You might say:
I expect you to share your frustrations with me about the new procedures. I can help you if you talk to me.

I expect you to imagine yourself as the client in every situation.

Your Notes

Building Expectations...

Behavioral Expectations: include performance of procedures, operations, methods, or techniques. After working with you, you may want the new worker to performance a task to a certain standard.

You might say:
I expect you to run the practice client file through the system in two hours.
I expect you to use this procedure each time you work with clients in this situation.

Cognitive Expectations: include the acquisition of information and concepts and the ability to apply knowledge to new situations. After working with you, you may want the new worker apply his or her training to an actual client.

You might say:
I expect you to identify the common characteristics of these clients and determine what procedure would work best to meet their needs.

Your Notes

Expectations & Responsibility...

So, you're ready to write down your expectations for new workers as they arrive in your area...

If the new workers do not meet your expectations, you should be prepared to provide:

1. Instructional activities
2. Supporting information
3. Practice time
4. Feedback
5. Evaluation
6. Follow-up activities

Your Notes

Those hidden variables...

Entry level employees may come into your system with an orientation and some computer based training. There are several variables which influence an individual's ability to absorb computer information and apply new knowledge to the job. The variables in your system may include:

1. Training staff and teaching strategies
2. Training materials and information presented in training
3. Training environment
4. Alternative training methods? (Such as tutoring)
5. Individual's self motivation
6. Management and supervisory support
7. Co-worker's support
8. Workplace environment

Your Notes

Name _____ *You should accomplish:*	Target Date	O.K.

Based on your knowledge of your workplace; use examples or your concerns to describe what individuals/areas should continue doing, stop doing, or start doing to assist new workers.

	Continue Doing	Stop Doing	Start Doing
Training staff and teaching strategies			
Training materials and information presented in training			
Training environment			
Alternative training methods? (Such as tutoring)			

Based on your knowledge of your workplace; use examples or your concerns to describe what individuals/areas should continue doing, stop doing, or start doing to assist new workers.

	Continue Doing	**Stop Doing**	**Start Doing**
Individual's self motivation			
Management and supervisory support			
Co-worker's support			
Workplace environment			

Issue or Concern

Example:
One secretary at AHTC wants to learn a new computer software program. I am the only individual in my office that knows the program but I can't spend too much time teaching her the entire program all the way through.

Key Players

Me (Jo)
The secretary
My boss

My Solution Is...

What are the hidden variables?

Training staff and teaching strategies
Training materials and information presented in training
Training environment
Alternative training methods?
Individual's self motivation
Management and supervisory support
Co-worker's support
Workplace environment

I should sit down with her when I can and then let her learn the rest on her own.

Conference

Jo & the secretary:
She is afraid that when I leave her, she will have many questions that won't get answered - she will get frustrated and quit trying to learn.

Jo & the boss:
He suggests that I create some lessons for her so that I know where she is when I'm not with her.

Combined Solution

Create a training time and give a sampling of what she will need to learn. Give her lessons on each of the elements within the program that will effect her as she works. Set up a meeting time to tutor her with questions that come out of the self-paced learning.

Tools Needed

Computer software
Training manual for secretary
Tutoring manual for me

Issue or Concern	Key Players	My Solution Is...

Conference	Combined Solution	Tools Needed

33

34

Issue or Concern	Key Players	My Solution Is...

Conference	Combined Solution	Tools Needed

37

38

Issue or Concern	Key Players	My Solution Is...

Conference	Combined Solution	Tools Needed

41

42

Pre-Training Assessment Model

1. Rate your comfort level with using the following pieces of equipment:

A.	Typewriter or basic keyboard	(low)	1	2	3	4	5	(high)
B.	IBM PC or compatible to IBM	(low)	1	2	3	4	5	(high)
C.	Apple or Macintosh	(low)	1	2	3	4	5	(high)

2. Have you ever sent an E-mail message before? Yes No

3. Do you type your own letters or memos? (never) 1 2 3 4 5 (always)

4. Rate how your learn best... 1, 2 & 3?
   - Hearing it
   - Reading it
   - Using it

5. Do you enjoy

Learning by yourself	Yes	No
Learning with a partner	Yes	No
Learning in a small group	Yes	No
Learning in a classroom setting	Yes	No
Learning with a tutor	Yes	No

Performance Feedback Form Model

Name _____

Course or Computer Program _____

Date of Performance Observation _____

Observer _____

1 = Proficient at this task
2 = Needs some practice
3 = Needs tutoring

Skill or Task	Performance Rating 1, 2 or 3	Comments

Today's Agenda

1:00	Greetings by instructor	
1:05	Today's learning goals	Page(s) 1
1:10	Introductions of class members	2
1:20	Building training expectations	3-10
1:40	Hidden variables in training	11-12
2:05	Charting concerns	13-16
2:25	Class discussion	
2:45	Break	
2:55	Pre-assessment questionnaire	17
3:15	Class discussion	
3:30	Performance feedback	
3:45	Class discussion	
3:55	Q & A	
4:00	Adjourn	
	Additional handouts for your bedtime reading pleasure.	

Class Evaluation

Thank you for participating in this afternoon's class. Your ratings and comments are important to me as I plan future training efforts.

1. Please list specific concepts presented today that will be of value to you on your job.

2. What content areas should have received either more or less attention during this presentation?

3. Do you have specific suggestions as to how the instructor could be more effective in presenting this material?

4. Your overall evaluation of this instructor is:
____ Excellent ____ Very Good ____ Average ____ Fair ____ Poor

5. Your overall evaluation of this presentation/material is:
____ Excellent ____ Very Good ____ Average ____ Fair ____ Poor

6. Comments?